

# The Halyard

Virginia Department of Education,

January 27, 2006

## Charlie's Chatter

It does not seem possible that we are already ending the month of January. It seems like the older I get, the faster the days go by. This morning as I was driving in to work, I was listening to a CD of meditations. The theme for this morning was about not wishing your life away. I wish I could remember the author of the poem that was read. I would like to share it with you but I do remember it was written by a teenage boy. His poem spoke to it being spring and he was wishing for summer, it was fall and he wanted winter, and when he was in his teens, he wished he was in his twenties, in his twenties he wished for his thirties and so on. Each stage and season of life he was wishing for something beyond where he was. There was no happiness in just being right where he was. At the end of the poem, he realizes the error of his ways and reminds us all to be thankful for where we are and what we have. I don't know about you but sometimes I forget to do a joy check. The demands of our jobs make us rush through life and we forget why we have chosen this profession.

So stop reading this for a moment, look around where you are. Look at the faces of those around you and know that you have the power to make a difference in those children and adults you work with every day. Adjust the sails of your attitude if necessary and sail on—knowing that YOU are in the right place, right now and you are making a difference in the lives of our children.



### Mark Your Calendar

- **March 7**-Shenandoah-Blue Ridge CC
- **March 15**: James-Longwood University
- **March 28**-Clinch- Southwest VA Higher Ed Center
- **March 29**-Roanoke-Higher Ed Center
- **March 31**-Rappahannock-Church of the Latter-Day Saints-Stafford
- **April 29**- Potomac-Stone Bridge HS, Ashburn
- **May 2**-York-King's Fork MS, Suffolk

## The Name Game Continues

The AASL forum has been discussing whether or not we need to change our name. Many postings have brought many ideas to the table. One entry suggested that we concentrate more on what we do rather than what we are called.

In previous editions of the Halyard, this topic has been raised. Are you a teacher-librarian, a library media specialists, a librarian, or some other name? Does it really matter? Do other professions struggle over what they are called. This discussion is being generated by a number of factors including: the recent 65% funding proposals, the ALA Task Force on school libraries, the possibility of a new edition of Information Power, gaining recognition as highly qualified by NCLB and the definition generated by the National Center For Educational Statistics.

So what do you think??? Who are you????

## Poetry Read-A-Thon 2006

In April 2006, the Academy of American Poets will launch the first-ever Poetry Read-a-Thon. Geared for middle school students (grades 5-8), the Read-a-Thon's goals are to celebrate the reading of poems and writing about poems. In addition to emphasizing the pleasure and fun of reading poetry, the Read-a-Thon will facilitate the students' development of writing and comprehension skills.

The Academy of American Poets is partnering with the American Poetry & Literacy Project (APLP) to edit and produce a special anthology of poems appropriate for ages 10-14. The Academy and APLP will distribute approximately 30,000 copies of this free anthology to participating classrooms and community partners.

During the month of April, students will choose poems to read and then write prose "responses" to the poems they read. A response will be 75-100 words and students can respond to one or two of the following elements of the poem:

- images of the poem
- sounds of the poem
- subject(s) of the poem
- emotional effect(s) of the poem
- the poem's meaning(s)
- questions about the poem
- questions the student would like to ask, if he/she could speak to the poet

The students will keep a log of their reading. The log will include each poem's title, author, and the date the student read the poem and delivered his or her response to the teacher. The teacher will maintain a master log of all the poems read by the class.

Teachers will submit 1-3 examples of their students' responses to be considered for posting in the For Educators section of the Academy of American Poets' award-winning website, Poets.org.

This example of student work will provide models for students as well as an ongoing resource for teachers.

At the end of the Read-a-Thon, classrooms will be entered into a raffle to receive one of five \$250 donations from the Academy of American Poets toward their school library's acquisition of poetry books.

<http://www.poets.org/page.php/prmID/318>

## Poetry Memorization

Should students memorize poems? The Academy of American Poets believes that student could learn much more than the words to a poem if they were given the opportunity to learn passages and commit them to memory. On their web site, there is an essay on the value of memorization and a list of poems, stories, and other prose that they feel all students should learn.

## Innovative Technology Use Grants

The American Library Association is offering two grant opportunities for educators who improve technology use in their schools.

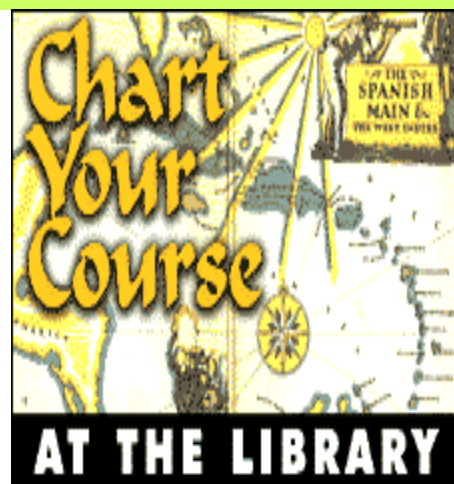
The Information Pathfinder Technology Award will be awarded to a school library media specialist who demonstrates leadership and vision in teaching students to use technology to build lifelong learners.

The Distinguished School Administrator Award is open to superintendents and principals to honor those who have made worth contributions to the operation and services of an effective

school library program.

For more information, visit <http://www.ala.org/ala/aasl/aaslawards/distinguishedsch/aasldistinguished.htm>

The deadline for applications is February 1, 2006



## 65% Movement Poses Threat To Library Funding

The American Association of School Librarians (AASL) is standing up to the '65 percent solution,' a new educational funding formula that could cut money for school libraries.

Media specialists have expressed mounting concern over the '65 percent solution,' a move promoted by the DC-based group, First Class Education, that would require school districts to devote 65 percent or more of their operating budgets to in-class instruction.

Unfortunately, school librarians fall outside the definition of "classroom instruction" and would be forced to compete with the likes of guidance counselors, school bus drivers, and cafeteria workers for the remaining 35 percent of the education funding pie.

AASL board members attended the American Library Association's (ALA) midwinter meeting in San Antonio endorsed a resolution on January 22 calling on the U.S. Department of Education's National Center for Education Statistics (NCES) to issue a new definition of media specialists that classifies them as in-classroom instructors.

First Class Education uses the current NCES definition to determine what constitutes classroom instruction. AASL wants NCES to recognize media specialists' teaching role and include their salaries and library resources as part of the classroom instruction definition.

The resolution also asks ALA council to send letters to governors asking them to publicly reject any policy that would "dismantle school libraries and reduce or eliminate the staffing of those libraries by state-certified school librarians."

<http://www.schoollibraryjournal.com/article/CA6301740.html>

### Definition of School Libraries according to National Center for Education Statistics:

**Student/Other Support Staff:** This category consists of library and media support staff, professional and supervisory staff (e.g., school psychologists, social workers, attendance officers) providing non-instructional services to students, and support services staff not reported

in other categories, (e.g., data processing, health, building and equipment maintenance, bus drivers, security, and food service workers). It combines the categories of library/media support staff, student support services staff, and other support staff that are reported on the Common Core of Data surveys.

[http://nces.ed.gov/pubs2002/snf\\_report/technical.asp](http://nces.ed.gov/pubs2002/snf_report/technical.asp)

For more information on First Class Education,  
<http://www.firstclasseducation.org/>



## Articles State That Librarians Are Essential

Two recent articles in major publications reported that students **MUST** be taught information literacy skills in order to be successful in determining the accuracy and validity of information found on the Internet.

eSchool News online on January 26, 2006 reported that Wikis are testing students' and teachers' ability to evaluate the information found in the increasingly popular Web-based collaborative sites. Because anyone can enter, change or delete information in a

Wiki, it is vital that students learn the skill of comparing sources to determine validity and truthfulness of a posting. Two nationally recognized librarians were quoted in the article as saying that this proves the importance of teaching information literacy in our schools.

For the complete article,  
<http://www.eschoolnews.com>

In a related article in Educational Technology News, (December

2005), researchers and students alike are using online chats with reference librarians to locate information. In the process, the librarian guides students in evaluating the information found as well as actually locating the information. Marie Radford, a researcher who is studying online chats between information seekers and reference librarians, commented that during the online chats, the librarians are teaching users how to become better users and consumers of information.

## Virginia Department of Education, Office of Educational Technology

101 North 14th Street  
Richmond VA 23219

Phone: 804-786-9412

Fax: 804-371-2455

E-mail: [Charlie.Makela@doe.virginia.gov](mailto:Charlie.Makela@doe.virginia.gov)

## Articles Con't.

Across the nation there are about 3,000 services that allow users to conduct real-time chats with reference librarians. Many of the services are available 24 hours a day.

## The Awards are in!

### **Newbery Medal for the most outstanding contribution to children's literature:**

*Criss Cross* (HarperCollins/Greenwillow) by Lynne Rae Perkins

### **Newbery Honor Books:**

*Whittington* (Random) illustrated by S. D. Schindler, written by Alan Armstrong

*Hitler Youth: Growing Up in Hitler's Shadow* (Scholastic) by Susan Campbell Bartoletti

*Princess Academy* (Bloomsbury) by Shannon Hale

*Show Way* (Putnam) illustrated by Hudson Talbott, written by Jacqueline Woodson

### **Caldecott Medal for the most distinguished American picture book for children:**

*The Hello, Goodbye Window* (Hyperion/Michael di Capua Bks.) illustrated by Chris Raschka, written by Norton Juster

### **Caldecott Honor Books:**

*Rosa* (Holt) illustrated by Bryan Collier, written by Nikki Giovanni

*Zen Shorts* (Scholastic) written and illustrated by Jon J. Muth

*Hot Air: The (Mostly) True Story of the First Hot-Air Balloon Ride* (S & S/Atheneum/An Anne Schwartz Bk.) written and illustrated by Marjorie Priceman

*Song of the Water Boatman and Other Pond Poems* (Houghton) illustrated by Beckie Prange, written by Joyce Sidman

### **Michael L. Printz Award for excellence in literature written for young adults:**

*Looking for Alaska* (Dutton) by John Green

### **Printz Honor Books:**

*Black Juice* (HarperCollins/Eos) by Margo Lanagan

*I Am the Messenger* (Knopf) by Markus Zusak

*John Lennon: All I Want Is the Truth, a Photographic Biography* (Viking) by Elizabeth Partridge

*A Wreath for Emmett Till* (Houghton) by Marilyn Nelson, illustrated by Philippe Lardy

### **Coretta Scott King Book Award recognizing an African American author of outstanding books for children and young adults:**

*Day of Tears: A Novel in Dialogue* (Hyperion/Jump at the Sun) by Julius Lester

### **Coretta Scott King Author Honor Books:**

*Maritcha: A Nineteenth-Century American Girl* (Abrams) by Tonya Bolden

*Dark Sons* (Hyperion/Jump at the Sun) by Nikki Grimes

*A Wreath for Emmett Till* by Marilyn Nelson, illustrated by Philippe Lardy

### **Coretta Scott King Book Award recognizing an African American illustrator of outstanding books for children and young adults:**

*Rosa* (Holt) illustrated by Bryan Collier, written by Nikki Giovanni

### **Coretta Scott King Illustrator Honor Book:**

*Brothers in Hope: The Story of the Lost Boys of Sudan* (Lee & Low) by R. Gregory Christie

### **Coretta Scott King/John Steptoe New Talent Author Award:**

*Jimi & Me* (Hyperion/Jump at the Sun) by Jaime Adoff

